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ABSTRACT

This document has been written to provide a consistent definition of multicultural/multiethnic education for the Portland (Oregon) Public Schools and to share the goals and expectations of students and staff in the Portland schools. Multicultural/multiethnic education is defined as education that, by virtue of specific content, perspectives, and a structured process, prepares students to live, learn, and work in a pluralistic world. It fosters appreciation, respect, and tolerance for people of different ethnic and cultural backgrounds. The Portland Public Schools use six geocultural groupings: African, American Indian, Asian, European, Hispanic, and Pacific Islander. Satisfactory infusion of multicultural/multiethnic education will result in students who understand that individuals from each of the six geocultural groups have made, and continue to make, significant contributions to the world. Eight general geocultural goals are defined for teacher inservice outcomes, and five multicultural/multiethnic goals are defined for teachers, administrators, and staff. An appendix lists specific goals for African Americans, with some resources that support the African American component of multicultural education. (SLD)

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Multicultural/ Multiethnic Education in Portland Public Schools

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PREFACE

This document has been written to provide a consistent definition of multicultural/multiethnic education for Portland Public Schools, state the philosophy of the Board of Education and the MC/ME Education Task Force, and share the goals and expectations for both students and staff in the Portland District.

The information presented on the following pages represents the collective efforts of the coordinator of Multicultural/Multiethnic Education and a subcommittee as well as the whole MC/ME Education Task Force:

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The MC/ME Education Task Force sincerely hopes that this document will provide a common base of information that when implemented will lead to the graduation of well-rounded students who understand and appreciate their own heritage and culture as well as the history, culture and contributions of other ethnic/cultural groups.

Comments, questions and concerns can be directed to the Multicultural/Multiethnic Education Office.

Carolyn M. Leonard *
Coordinator

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DEFINITION *

Multicultural/Multiethnic Education is education that by virtue of *specific content, perspective(s)* and a *structured process* prepares students to live, learn and work in a pluralistic world. It fosters an appreciation, respect and tolerance for people of different ethnic and cultural backgrounds.

* For purposes of studying the history, culture and contributions of humankind, Portland Public Schools uses six geocultural groupings: African, American Indian, Asian, European, Hispanic and Pacific Islander. The system of geocultural groupings is the simplest method of locating and retrieving information. It is designed to include people all over the world. Cultural groups, with one exception, are identified by their location on or near the continents.

The geocultural groupings are divided into two subgroups. One subgroup refers to cultural heritage and its influence in modern times. The other subgroup, represented by hyphenated symbols, refers to United States citizens of all ethnic origins who have contributed to our American cultures.

PHILOSOPHY

We, the Board of Education and educators of Portland Public Schools, believe and declare that:

- Multicultural/Multiethnic Education is of vital importance to:

  — the personal development of all students;

  — the achievement of harmony within our community; and

  — the stability and success of our nation.

- Infusion of ***specific content*** in the Portland Public Schools' curriculum will promote tolerance, understanding, appreciation and cooperation among people of different cultural and ethnic groups.

- Administrators, teachers, other support staff and parents as well as the community should foster understanding, acceptance and constructive relations among people of different cultural and ethnic backgrounds through a ***structured process***.

- The ***perspective(s)*** — philosophy and educational attitudes — of all District staff should promote equity and access for all students regardless of race, ethnicity, religion, gender, handicapping condition or economic status.

These beliefs lead us to adopt the following outcomes, objectives and expectations.

OUTCOMES

Satisfactory infusion of Multicultural/Multiethnic Education will lead to the graduation of students who:

a. have an awareness and respect for their own cultural and ethnic heritage;

b. have an understanding and appreciation for the history, culture and contributions of other groups;

c. understand that individuals from each of the six geocultural groups have made —and continue to make — significant contributions to the world in which we live;

d. understand that no one geocultural group is **innately** inferior or superior to another; all geocultural groups have made significant contributions; and

e. understand that people are interdependent and should coexist as one humanity.

Further, this will lead to the graduation of students who demonstrate an ability to:

a. live in harmony with people of different ethnic groups and cultures;

b. sustain themselves and others through participation in the local/national/world economy and/or by working productively with and for people of different ethnic groups and cultures; and

c. solve local/national/international problems by — reviewing and analyzing information — and then working cooperatively toward solutions.

GEOCULTURAL GENERAL INSERVICE OUTCOMES (GOALS)

Upon completion of staff development/inservice component for a specific geocultural group, Portland Public Schools administrators, teachers and other staff will be able to:

1.0 identify general contributions of the geocultural group — as well as contributions made by individuals of the geocultural group — to be infused in each of the disciplines (i.e., art, language arts, mathematics, science, social studies, music, etc.);

2.0 identify ways in which the general and academic knowledge and information about a geocultural group may be biased or based on stereotypes;

3.0 develop an understanding of racism as an institution which has been supported by religious, political, educational and scientific leaders as well as the structure of language;

4.0 demonstrate an understanding of human relations as a viable concept for examining human interaction and/or encounters;

5.0 identify cultural continuity, transformation, and discontinuity that appear in the New World societies (i.e., language — oral and written; the arts — visual, music, dance, etc.; law; political behavior; psychology; social structure; and the sciences);

6.0 demonstrate knowledge and an understanding of each geocultural group's philosophy and world view(s);

7.0 demonstrate knowledge and an understanding of the significance of teaching all students about the history, culture and contributions of each geocultural group to human history; and

8.0 demonstrate knowledge and an understanding of the critical topics and concepts that will be infused into the classroom curriculum.

MULTICULTURAL/MULTIETHNIC GOALS

Goal #1: (Philosophy/Belief Structure/Perspective)

The actions of all Portland Public Schools administrators, teachers and other staff reflect the belief that:

1.1 all geocultural groups have made — and continue to make — significant contributions to the world in which we live;

1.2 no one geocultural group is **innately** inferior or superior to another;

1.3 people are interdependent and should coexist as one humanity;

1.4 students' achievement, self-esteem and social skills will be positively impacted by Multicultural/Multiethnic Education; and

1.5 parental involvement and community support are integral to the process of effectively educating the student.

Goal #2: (Acquisition of a Body of Knowledge — Cultural/Ethnic Content)

Portland Public Schools administrators, teachers and other staff value and demonstrate an overall or general understanding of the history, culture and contributions of the six geocultural groups.

Sub-Goal 2.1 Teachers of general curriculum or subject matter areas demonstrate:

an indepth understanding of a specific body of knowledge of the (past/present) contributions of the six geocultural groups that relate to relevant disciplinary areas (i.e., art, music, science, mathematics, social studies, language arts, physical education and/or health); and

a basic understanding of the concepts, critical topics and contributions (related to each geocultural group) that are to be infused into the regular classroom/subject content or curriculum.

Sub-Goal 2.2 Teachers of special education, specific disciplines, general subject matter areas (i.e., psychology, dance, economics, etc.) vocational/career education, and in non-traditional programs demonstrate a general understanding of a specific body of knowledge of the (past/present) contributions of the six geocultural groups.

Sub-Goal 2.3 Curriculum staff, directors of instruction, instructional specialists and building principals demonstrate knowledge of the concepts and critical topics (related to each geocultural group) that are to be infused into the curriculum documents (e.g., core curriculum, scope and sequence, etc.) and regular classroom/subject content.

Sub-Goal 2.4 Counselors, child development specialists, student management specialists and other support staff demonstrate knowledge of the concepts and critical topics (related to each geocultural group) and an understanding of the use of ethnic content and relevant information (when appropriate) to support, encourage and motivate students.

Sub-Goal 2.5 Research and evaluation staff demonstrate knowledge of the concepts and critical topics and:

relate them to relevant measures that will guide the Curriculum Department, directors of instructions and principals as they move toward the full achievement of MC/ME goals; and

use the information gained in designing and interpreting research.

Goal #3: (Acquisition of a Body of Knowledge — MC/ME Theories and Concepts)

The actions of all Portland Public Schools administrators, teachers and other staff reflect an understanding and acknowledgment of theories and concepts (and how they impact human interaction) related to Multicultural/Multiethnic Education.

> Terms to be reflected in glossary: (i.e., world view, theory of race, education that is multicultural, cultural pluralism, melting pot theory, class, ethnocentrism, caste, minority [law], nationalism, language [tribes, primitivism, pagan], racism, prejudice, universality, beauty, time, space, culture, epistomology, axiology, oppression, etc.).

Goal #4: (Operationalize MC/ME Education)

Portland Public Schools administrators, teachers and other staff understand the relationship of the Board of Education's MC/ME goal to their current PPS position and seek to reach the desired outcomes by:

4.1 identifying ways to accomplish the MC/ME goals as they carry out the duties in their current positions;

4.2 developing short- and long-term plans for moving toward the full implementation of MC/ME education goals in their current positions;

4.3 implementing the MC/ME philosophy and concepts as a daily part of their routine;

4.4 developing an appropriate evaluation process;

4.5 identifying individuals responsible for the monitoring and evaluation process; and

4.6 using evaluation tools to monitor results and adjust future plans based on achieved results or outcomes.

Goal #5: (Maintain and Upgrade MC/ME Information/Knowledge/Skills)

Portland Public Schools administrators, teachers and other staff recognize and acknowledge the fact that information/knowledge and skills related to Multicultural/Multiethnic Education are dynamic and therefore continue to update their understanding and skills through District inservice(s) and other resources.

MC/ME EDUCATION GOALS AND SKILLS OF STUDENTS

Satisfactory infusion of Multicultural/Multiethnic Education will lead to the graduation of students who:

a. have an awareness and respect for their own cultural and ethnic heritage;

b. have an understanding and appreciation for the history, culture and contributions of other groups;

c. believe that individuals from each of the six geocultural groups have made and continue to make significant contributions to the world in which we live; and

d. believe that no one geocultural group is **innately** inferior or superior to another; all geocultural groups have made significant contributions; and

e. people are interdependent and should coexist as one humanity.

Further, this will lead to the graduation of students who demonstrate an ability to:

a. live in harmony with people of different ethnic groups and cultures;

b. sustain themselves and others through participation in the local/national/world economy and/or by working productively with and for people of different ethnic/cultural groups; and

c. solve local/national/international problems — by reviewing and analyzing information — and then working cooperatively toward solutions.

The infusion of MC/ME specific content, structured process and perspective(s) in the Portland Public Schools' curriculum (including the learning environment) will assist students in the development of the following **skills:**

1.0 **Analysis**

1.1 self-analyzing and clarifying of values, beliefs and behaviors regarding cultural/ethnic pluralism;

1.2 examining the dynamics of diverse cultural/ethnic groups;

1.3 examining, valuing and appreciating language and speech variations; and

1.4 examining and understanding individual and instructional roles in perpetuating cultural/ethnic bias.

2.0 **Appreciation**

2.1 appreciating and accepting the cultural/ethnic groups heritage of self and others; and

2.2 valuing the contributions of cultural/ethnic groups within the collective society of the United States of America.

3.0 **Living and Coping**

3.1 positively interacting in a society that is culturally and ethnically diverse;

3.2 resolving inter-ethnic conflict; and

3.3 reviewing information/data and problem solving from a multicultural/multi-ethnic perspective.

EXPECTATIONS OF PORTLAND PUBLIC SCHOOLS STAFF

1.0 Directors of Instruction

1.1 support all building principals, program directors and others under their immediate supervision and ensure the evolvement of staff development plans designed to assist department heads, team leaders and other support staff in acquiring:

1.1.1 MC/ME cultural/ethnic content, and

1.1.2 knowledge of theories and concepts related to MC/ME Education;

1.2 work with and support all building principals, program directors and others in the development, implementation and monitoring processes that promote access and equity for all students; and

1.3 annually or at regular intervals evaluate principals, program directors and others under their direct supervision on the accomplishments of MC/ME District program goals.

2.0 Principals

2.1 consult with directors of instruction and other appropriate individuals or departments (e.g., Curriculum, Evaluation) in the development of annual short- and long-term plans to accomplish MC/ME District/cluster/ building program goals;

2.2 establish a process for monitoring and evaluating overall annual accomplishments of MC/ME goals with regard to staff development/training (i.e., ethnic/cultural content, school climate, implementation of processes to promote equity and access for all students);

2.3 conduct teacher and other appropriate staff evaluations regarding the fulfillment of MC/ME goals; and

2.4 assist teachers and other appropriate staff in the development of annual MC/ME goals.

3.0 **Instructional Specialists**

3.1 participate in MC/ME staff development/inservice;

3.2 provide leadership and support for MC/ME through the cluster workshops and meetings;

3.3 ensure that successful MC/ME activities and materials are shared with the cluster schools and the MC/ME Education Office; and

3.4 assist principals and teachers in planning, monitoring and evaluating MC/ME lesson plans, programs and activities.

4.0 **Teachers**

4.1 participate in MC/ME staff development/inservice;

4.2 identify specific ways in which information (critical topics and ethnic/cultural content) will be infused in lesson plans and classroom activities;

4.3 demonstrate evidence of infusion of MC/ME content and concepts in lesson plans and classroom activities; and

4.4 establish individual MC/ME goal(s) on an annual basis.

5.0 **School Librarians/Media Specialists**

5.1 participate in MC/ME staff development/inservice;

5.2 seek materials that will provide MC/ME content and information regarding process and perspective;

5.3 establish a means of communicating the availability of Multicultural/Multiethnic resources and materials to building staff; and

5.4 establish annual goals for reviewing and updating MC/ME resources and materials.

6.0 **Child Development Specialists**

6.1 participate in MC/ME staff development/inservice;

6.2 use materials and plan activities that reflect cultural diversity;

6.3 use individual and group techniques that are appropriate for students whose actions reflect different ethnic/cultural ties;

6.4 involve parents/community of diverse ethnic/cultural backgrounds in the identification of ways to enhance student self-esteem, motivation and progress; and

6.5 develop resource lists that include different ethnic/cultural resource people and agencies.

7.0 **Student Management Specialists**

7.1 participate in MC/ME staff development/inservice;

7.2 develop alternatives for students that reflect a sensitivity to different ethnic/cultural values and communication;

7.3 assist teachers with the development of student management plans that include effective strategies for achieving positive student behavior that respects the traditions; and

7.4 develop resource lists that include different ethnic/cultural resource people and agencies.

8.0 **Counselors**

8.1 participate in MC/ME staff development/inservice;

8.2 utilize counseling techniques that reflect a sensitivity to students and parents whose actions and values reflect ethnic/cultural ties; and

8.3 continue to improve cross-cultural communication techniques.

9.0 **Integration Specialists**

9.1 participate in MC/ME staff development/inservice;

9.2 seek MC/ME materials and resources that celebrate ethnic/cultural diversity and share with building staff; and

9.3 identify individuals and groups and work with building principals to bring them into the school setting from different ethnic/cultural groups to interact with students and staff.

10.0 **Other Support Staff**

10.1 participate in MC/ME staff development/inservice;

10.2 identify ways in which critical topics and concepts can be used as support services are provided to staff and students; and

10.3 use ethnic/cultural content and processes to promote access and equity for all students and when possible to challenge and motivate them.

APPENDIX

AFRICAN-AMERICAN
GENERAL INSERVICE GOALS

Upon completion of the African-American staff development/inservice component for a specific geocultural group Portland Public Schools administrators, teachers and other staff will be able to:

1.0 identify general contributions of African and African-Americans as a cultural group as well as contributions made by individuals of the geocultural group to each of the disciplines (i.e., art, language arts, mathematics, science, social studies and music);

2.0 identify ways in which the general and academic knowledge and information about African and African-American people have been and continue to be distorted;

3.0 develop an understanding of racism as an institution which initially has been supported by religious, political, educational and scientific leaders as well as the structure of language;

4.0 demonstrate an understanding of human relations as a viable concept for examining human interaction and/or encounters;

5.0 identify African cultural continuity, transformation and discontinuity that appear in the New World societies (i.e., language — oral and written; the arts — visual, music, dance, etc.; law; political behavior; psychology; social structure; and the sciences);

6.0 demonstrate knowledge and an understanding of African philosophy and world views;

7.0 demonstrate knowledge and an understanding of the significance of teaching different world views;

8.0 demonstrate knowledge and an understanding of the significance of teaching all students about the history, culture, and contributions of African and African-American people to human history; and

9.0 demonstrate an understanding of the critical topics and concepts that will be infused into the classroom curriculum.

MATERIALS/RESOURCES THAT WILL SUPPORT

THE AFRICAN—AMERICAN COMPONENT

1.0 African-American Baseline Essays

- 1.1 Art
- 1.2 Language Arts
- 1.3 Mathematics
- 1.4 Science
- 1.5 Social Studies
- 1.6 Music

2.0 1 1/2 hour Videotape by Asa Hilliard III — Free Your Mind: Return to the Source

- 2.1 Transcript of Part I of Videotape
- 2.2 Transcript of Part II of Videotape
- 2.3 Free Your Mind Bibliography

3.0 Fifteen minute videotape that introduces the African-American Baseline Essays — Moving Toward Multicultural Education: The African-American Baseline Essays

4.0 Tapes of African-American Authors of Baseline Essays

- 4.1 Art
- 4.2 Language Arts
- 4.3 Mathematics
- 4.4 Science
- 4.5 Social Studies
- 4.6 Music (not developed)

5.0 Eight 1/2 Hour Videotapes by Basil Davidson — AFRICA

5.1 Different But Equal VO2625

Explains that for centuries Africa was ravished by the slave trade which has permanently distorted the western view of the continent and its people. Shows that far from having no great art or technology, Africa gave rise to some of the world's greatest early civilizations.

5.2 Mastering A Continent VO2626

Examines the way African people have carved out an existence in an often hostile environment by looking closely at three different communities.

5.3 Caravans of Gold VO2627

Traces the roots of the medieval gold trade which reached from Africa to India, China and Italy.

5.4 Kings and Cities VO2628

Explores the ways in which African Kingdoms functioned. Visits Kano in Nigeria where a king still holds court in his 15th century palace and ancient rituals continue to command the respect of the people.

5.5 The Bible and the Gun VO2629

Relates how the slave trade in Africa decimated the population and rent apart the fabric of society. Shows that the slave traders were followed closely by explorers, missionaries and white merchants such as Cecil Rhodes.

5.6 This Magnificent African Cake VO2630

Examines how the 1880's saw the beginning of a 30-year "scramble for Africa" by European nations which dramatically changed the face of the continent. Shows how all of Africa, save Liberia and Ethiopia, became subject to colonial rule until the outbreak of World War II.

5.7 The Rise of Nationalism VO2631

Charts the struggles for African independence focusing on the final collapse of the white minority in Zimbabwe and questioning how long white rule can survive in South Africa.

5.8 The Legacy VO2632

Looks at Africa in the aftermath of Colonial rule as the continent comes to terms with its inheritance. Presents interviews with Mugabe in Zimbabwe, Shagiri in Nigeria, and Senghor in Senegal to illuminate the problems and successes of Africa today.

6.0 Nine one-hour videotapes by Ali Al Amin Mazrui — The Africans

6.1 The Nature of a Continent VO3116

Examines Africa as the birthplace of humankind and discusses the impact of geography on African history, including the role of the Nile in the origin of civilization and the introduction of Islam to Africa through its Arabic borders.

6.2 The Triple Heritage of Lifestyles VO3117

Shows how contemporary African lifestyles are influenced by indigenous, Islamic, and western factors. Compares simple African societies with those that are more complex and centralized, and examines the importance of family life.

6.3 New Gods VO3118

Examines the factors that influence religion in Africa, with particular emphasis on how traditional African religions, Islam, and Christianity coexist and influence each other. Discusses the extent of the Africanization of both Islam and Christianity.

6.4 Tool of Exploration VO3119

Contrasts the impact of the West on Africa and the impact of Africa on the development of the West. Stresses the manner in which Africa's human and natural resources have been exploited before, during and after the colonial period.

6.5 New Conflicts VO3120

Explores the conflicts and tensions inherent in the juxtaposition of the three heritages of Africa: traditional, Western and Islamic. Looks at the ways these conflicts have contributed to the rise of national movements the warrior tradition of indigeneous Africa, the Jihad tradition of Islam, and modern guerilla warfare.

6.6 In Search of Stability VO3121

Gives an overview of the several means of governing in Africa. Examines new social orders to illustrate an Africa in search of a viable form of government in the post-independence period.

6.7 A Garden of Eden in Decay VO3122

Identifies the problems of a continent that produces what it does not consume and consumes what it does not produce, emphasizing Africa's struggle between economic dependence and decay.

6.8 A Clash of Cultures VO3123

Shows the coexistence of many African traditions and modern life and the conflicts and compromises that emerge from the mixing of cultures. Explores whether Africa can synthesize its own heritage with the legacies of Islam and the West.

6.9 Global Africa VO3124

Discusses African contributions to contemporary culture, including the significance of the African diaspora particularly in North America. Examines the continuing influence of the super powers on the affairs of Africa.

7.0 45 minute videotape by Asa Hilliard III — From Ancient Africa to African-American Today

7.1 Transcript of the Slide Tape Presentation
7.2 Sample Study Questions for Parts of the Slide Tape Presentation
7.3 Reference and Selected Bibliography
7.4 Message to the Teachers
7.5 Annotated List of Slides

8.0 10 min., 14 sec., cassette tape containing six African chants and songs that students can learn (Resource Booklet available) — African Chants and Songs

8.1 Ajo Dun (Nigeria)
8.2 Bunzela (Senegal)
8.3 Ali Mamayo (Gambia)
8.4 Oni Sara (Nigeria)
8.5 Kwaheri (Kenya)
8.6 Kilimanjaro (Kenya)

9.0 Reference Materials in Professional Library

10.0 African-American Lesson Plans (60 K-5 lesson plans)

11.0 Community of People (Ed Media audiovisual publication)

12.0 Science Matrix (3 page document that shows how K-5 lesson plans and information from African-American Baseline Essays can be infused with information from the science text)

13.0 Ainsworth Matrix (15 page document that shows how information from African-American Baseline Essays can be infused with information from Science, Health and Safety, Mathematics, Language Arts and Social Studies texts for Grades 3-5)

CONSULTANTS

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- 1.3 Joy Hicks — Infusion of K-8 lesson plans
- 1.4 Joan Griffis — Educational Media kits and prints
- 1.5 Chris Poole — Elementary Library material
- 1.6 Nancy Brittell — Infusion of K-5 lesson plans
- 1.7 Mariam Baradar — African-American resources

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- 2.2 Mary Bothwell — Language Arts Specialist
- 2.3 Steve Carlson — Science Specialist
- 2.4 Andy Clark — Math Their Way/Literacy Programs Specialist
- 2.5 Faith Clover — Art Specialist
- 2.6 Bill Covert — Music Specialist
- 2.7 Tim Gillespie — Reading/Writing Specialist
- 2.8 Eleanor Hardt — Social Studies Specialist
- 2.9 Jack Hopper — Math Specialist
- 2.10 Ann Shelton — Health Specialist

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